

Lesson Plan: NOAA Ship *Rainier* - Which Career Is Best For Me?

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Grade Level

2

Subject Areas

English, Language Arts, Social Studies, Mathematics

Standards Alignment - National Science Education Standards

CCSS.ELA Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a video.

Time Required

45-minutes

Internet Resources

Video links:

http://www.moc.noaa.gov/shipjobs/WMvideos/WMv3_Steward_640x480_Caps.mov

http://www.moc.noaa.gov/shipjobs/WMvideos/WMv3_Deck_640x480_Caps.mov

http://www.moc.noaa.gov/shipjobs/WMvideos/WMv3_Engine_640x480_Caps.mov

http://www.moc.noaa.gov/shipjobs/WMvideos/WMv3_Survey_640x480_Caps.mov

Lesson Goal

Students will learn the difference between four jobs on board a NOAA vessel and gather data for each job about training, responsibilities, and benefits. Students will use their data to teach other students about the job.

Learning Objectives

- Students will identify jobs they have not previously seen.
- Students will recognize the work done in various jobs.
- Students will use the Internet to research and identify the job title, products or services for the job, and benefits of the job.
- Students will analyze their job data to prepare a group presentation.

- Students will use critical thinking and decision-making skills and share what they have learned during their presentation intended to persuade classmates to apply for their chosen job.

Prerequisite Knowledge

- Computer/Internet experience
- Vocabulary terms: Service, Product, Benefit, Steward, Deck, Engineer, Survey, Vessel, National Oceanic and Atmospheric Administration (NOAA)
- Taking notes on important points of a video
- Presenting to a group

Misconceptions/Preconceptions

- All jobs aboard a ship are the same.
- The only jobs available are those we receive benefit from or have been exposed to.
- Jobs are individual in nature and do not require teamwork.

Classroom Resources

- One computer with Internet capabilities for each group of three to four students
- Science/Social Studies notebooks
- Alternatively: Copies of Student Worksheet #1 and #2, one per student

Procedures/Instructional Strategy (based on the 5E model):

Engagement Activity:

This activity will help students to understand the variety of jobs available on a NOAA vessel.

Materials:

- One computer with Internet access for each group of three to four students or one computer and large screen monitor for whole class viewing. Optional: Download and print reference materials for each group.

- Student notebooks or worksheets

1. Show students a picture of a NOAA vessel: www.moc.noaa.gov/ra/

Conduct a class discussion by asking students to think about all the jobs available on a ship.

Allow students to discuss and record their ideas of available jobs on ships. Give them about two minutes to brainstorm.

2. Ask each group to share their ideas with the class. Record responses on a piece of chart paper or board as a class chart.

3. Present chart:

JOB	Training	Responsibilities: Service or Product	Benefits
Technology Crew	Work history and training with computers and technology.	Service: Install and Repair Technology	They get to work with computers, get out of the office and see the world.
Steward			
Deck			
Engine			
Survey			
Officer Corps			

- Before you complete the row for Technology Crew, ask students to predict whether technicians provide a service or product (explain terms). Then explain that the technicians install and repair computers and provide other technological support. Ask students to predict how they might help others and what aspects of the job would be the most rewarding. Complete the row as a class.
- Explain the chart will be our anchor as we search in groups to determine the training, responsibilities and benefits for each job.

Exploration Activity

- If possible, assign each group of students to a computer with Internet capabilities. Optional: one computer connected to a large monitor for whole class viewing.
- Set up each group of students with a separate video link to watch an 8 minute clip introducing NOAA hydrography jobs. Alternatively, watch one video as a class. Each of the videos provides an overview of jobs that is the same, and then additional information about the different positions on board NOAA vessels. Students will explore internet resource and share out the information that is unique to their video and assigned job.

8. Ask students to listen to and watch the information and have each person in the group answer one question on the worksheet. Have the students practice presenting what they learned to their group.

Elaboration Activity

9. Students present information regarding the service and product their worker provides and other information about the job to the class. Experts then circulate around the class to assist students needing support in completing the job worksheet.

Evaluation

Grade worksheet using this rubric:

Team Assignment = 15 pts (5 pts each category)

Option Elaboration Activity = 12 pts (1 pt for each category completed presented by another group)

Outcome/Assessment

- Exploration and Elaboration Activities are evaluated and scored according to the scoring rubric above.
- Optional Elaboration evaluation: Group presentation of their favorite jobs:
10 pts = Jobs are ranked in order of first, second, third, fourth and fifth choice
20 pts = Group is able to provide solid reasons for each choice
30 pts = Group worked as a team and reached consensus in a cooperative way

Extensions

- Use the NOAA Jobs Chart to research one of the five jobs for a report/poster
- Research other jobs in the world, choose one, and write a "If I Could Be Anything" report.